

Personal Development at The Milestone School



INTENT:

Personal Development is at the heart of our school learning journey. It supports children to acquire the knowledge, understanding and skills they need to manage their lives now and in the future from their own starting point. As part of a whole school approach, Personal Development (PD) education develops the qualities and attributes children need to thrive as individuals, family members and members of society and to be life-long learners. We want our learners to **Be Brave** in everything they do, **Be Kind** to everyone they meet, and **Be Safe** everywhere in school and in the wider community.

The intent behind integrating Personal Development (PD) into the curriculum at The Milestone School is deeply rooted in fostering holistic growth among our pupils. PD enhances emotional intelligence, social skills, resilience, self-awareness and personal values, with the goal of deepening their knowledge and understanding of these areas and broadening their horizons through their experiences. Developing self-awareness, empathy and the ability to work with others helps our pupils to enjoy healthy and productive relationships in all aspects of their lives. It covers all statutory requirements and includes; **Relationships and Sex Education (RSE)** and **Personal, Social and Health Education (PSHE)**, **SMSC (Social, Moral, Spiritual and Cultural Education)**, and **CEIAG (Careers Education, Information, Advice and Guidance)** all fall within Personal Development; our curriculum encourages students' understanding about the individuality and diversity of our world and local communities, engendering understanding, acceptance, and respect, including **British values and the Protected Characteristics** from each individuals starting points.

IMPLEMENTATION (Pathways – EYFS – PMLD – COMPLEX NEEDS - SEMI-FORMAL & FORMAL):

As a school, we operate a whole school approach to Personal Development and appropriate topics are explored in Circle time, PD sessions in preparation for Readiness to Learn', PSHE Curriculum, RSE Curriculum, Careers curriculum, Events and Assemblies and social communication sessions. Learning is sequential with planned repetition of key concepts. This supports pupils to know and remember and build on vital knowledge and skills. Explicit links to the other aspects of PD are made within the taught curriculum. At KS4, the curriculum is closely linked to the Preparation for Adulthood outcomes and the CDI Career Development Framework (2021). We also follow a Thrive approach and embed class and individual Thrive activities, through individual Thrive assessments, to support the development of social and emotional wellbeing. EHCP outcomes are closely linked to PD activities.

Our key skills that we believe our pupils with SEND need support on and to develop are (WALT):

- The development of self-awareness and a positive self-image
- Resilience
- Negotiation
- Assertiveness – Vulnerability and consent.
- How to establish and maintain positive, healthy relationships
- How to keep themselves healthy, physically and mentally
- How to keep themselves safe – both online and offline
- Permission seeking and giving
- How to manage risk
- Social Communication
- Empathy
- Tolerance
- Responsibility
- Self-regulation
- Respect
- How to recognise and challenge abuse.

Curriculum Phases

EYFS (YR-Y1) IMPLEMENTATION	PMLD (L1-3) IMPLEMENTATION	Complex Needs (L3-6) IMPLEMENTATION	Semi-formal (L7-11) IMPLEMENTATION	Formal (L12-16) IMPLEMENTATION
Experience, exploration, continuous practice PSED/EYFS Framework Social, Emotional, Mental wellbeing EHCP outcomes Thrive Birth to 5 Framework Readiness to learn	PSHE Curriculum Experience, exploration, continuous practice Social, Emotional, Mental wellbeing Self-Care needs EHCP outcomes Thrive Careers Personalised Interventions Readiness to learn	PSHE Curriculum Experience, exploration, continuous practice Social, Emotional, Mental wellbeing EHCP outcomes Thrive Personalised Interventions Careers Readiness to learn	PSHE Curriculum Social, Emotional, Mental health and well-being EHCP outcomes Thrive Self-care and independence Personalised Interventions Careers Readiness to learn	PSHE Curriculum Social, Emotional, Mental health and well-being EHCP outcomes Thrive Self-care and independence Personalised Interventions Careers Readiness to learn

At Key Stage 4, the curriculum is closely linked to the Preparation for Adulthood outcomes and the CDI Career Development Framework (2021).

ASSESSMENT FRAMEWORK

EHCP outcomes Understanding the World (Birth – 5)	PSHE/RSE Framework/Pathway Careers EHCP outcomes Engagement Model ASDAN (KS4)	PSHE/RSE Framework/Pathway Careers EHCP outcomes Engagement model PSHE/RSE Framework/Pathway EFL PD Learning Journey	PSHE/RSE Framework/Pathway Careers EHCP Outcomes EFL PD Learning Journey Preparation for Adulthood	PSHE/RSE Framework/Pathway Careers EHCP Outcomes EFL PD Learning Journey BTEC Preparation for Adulthood
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IMPACT:

Ultimately, the impact of our PD curriculum is seen in improvements in readiness to learn, attitudes to learning, attendance and uptake in wider opportunities. Our Personal Development curriculum enables our pupils to grow throughout their time at school, experiencing feelings of success and self-worth. They develop the knowledge, skills and attitudes needed to become effective members of their community, able to make and maintain positive relationships, recognise and take responsibility for their feelings, and show resilience in life and learning. We want them to embrace all opportunities offered to them in the future, to:

- **Be Brave**, by challenging themselves, showing courage and optimism and the belief that they can and will succeed.
- **Be Kind**, by being understanding of others differences, cultures and religions. To develop respect, compassion and positive relationships.
- **Be Safe**, in school but when accessing the wider community and world we live in, including the online world.